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Improvement of the teaching of reading, writing, and arithmetic in the primary grades was sought. Goals included creating warm, inviting and enjoyable experiences, developing desirable habits, skills and attitudes, and providing the environment and learning experiences that will meet the individual needs of children from varied backgrounds. Also important were helping the child develop a sense of independence and self-reliance, and having the teachers recognize and use more effectively the traditional and newer teaching methods, materials, equipment, and community resources.

The possibilities that team teaching and the nongraded approach offered included the use of both heterogeneous and homogeneous groupings, daily instruction in reading and arithmetic, teacher teams, and the use of large and small groups.

The goals of the nongraded primary program were to provide a program for grouping young children which was flexible enough to allow each child to proceed in his learning at a rate equal to his physical, mental and emotional maturity, to challenge the able or gifted learners, to eliminate the fear of failure in young children, and to limit the range of levels of work which individual teachers had to cope with in a class of approximately thirty children.

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REPORT OF THE FIRST WORKSHOP ON TEAM TEACHING

FOR THE

COMPREHENSIVE IMPROVEMENT FIRST YEAR PROGRAM

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

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Mrs. Dorothy N. Unthank, Elementary Supervisor, Chairman
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Mrs. Nan Grimes - Forest Park School
Mr. George Hemrick- Principal Forest Park School
Mrs. Jan Kepley - Lowrance School
Mr. George Milton - Principal Lowrance School
Mr. Palmer Friende- Coordinator of Audio-Visual Aid
Visitors: Team from Wilkesboro Schools

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EXCERPTS FROM FIRST YEAR COMPREHENSIVE PROGRAM

WORKSHOP

Keeping in mind the proposal of the Comprehensive School Improvement Project - that - "We develop in the North Carolina public schools a project directed toward improving the teaching of reading, writing, and arithmetic in the primary grades", we held a workshop for this purpose the second week in August 1964.

Realizing that there must be a reorganization of the way the students are grouped for instruction, so that better provision can be made for individual differences in abilities and in rate of learning, and that newer methods of teaching to reach the above goals must be found, we set up our general goals. They follow:

1. To create warm, inviting and enjoyable experiences that will enhance each child's feelings of wellbeing and belonging and enable him to reach his maximum potential.

2. To develop desirable habits, skills and attitudes for a lifetime of learning.

3. To provide the environment and learning experiences that will meet the individual needs of children from varied backgrounds.

4. To challenge the able or gifted learner so that he will not feel a sense of frustration and boredom in his early school experience.

5. To relieve each child's fear of failure by gearing the pace of the program to his maturity and capability.

6. To develop a sense of independence and self-reliance that will provide the psychological and emotional security that is basic to the learning process.

7. To recognize and use more effectively the traditional and newer teaching methods, materials, equipment, and community resources.

8. To challenge the able teacher, utilize unique individual teacher talents, and at the same time render inservice help to the less experienced and/or less able teacher.

These goals are very broad but we realize that the specific goals are the responsibility of each individual situation and the pupils concerned.

In carrying out these goals we found out that we had to institute newer and experimental methods that must be very flexible.

Team Teaching and the Non-graded approach were investigated and studied. We found that team teaching offered many exciting possibilities - such as the "Massachusetts Plan".

I. Both heterogeneous and homogeneous groupings are used.

II. Each student is assigned to a heterogeneous homeroom, which is a cross section of all the students in his grade.

A. About half of the student's instruction is given by his homeroom teacher who guides the usual homeroom activities

1. These heterogeneous groupings are expanded two or three times a week when all the students from <u>one grade</u> and, at times, from two or three grades, are brought together for large group activities. (Demonstrations, art lessons, group music, special lessons etc.)

III. Daily instruction in reading and arithmetic takes place in groups

A. These groupings are individual and flexible

1. based on test results and conferences with teachers

2. students may change groups during the year

B. Each sub-group meets alone in the classroom during part of each period for undistracted work with the teacher

C. During the rest of the period it works at "very specific" assignments supervised by an aide

IV. Large groups are utilized

A. Several times a week or month for lessons - (about 20min.)

B. Teachers whose classes are involved choose from among themselves who the lecturer for each topic will be and plan jointly the timing, content and presentation of each lesson

1. Students also are brought together for group activities such as testing where aide can be used, science presentations, rhythmics etc.

V. Teacher Teams

A. The teacher has a wide measure of autonomy, enthusiasm and stimulation in being members of a close knit team

B. There should be three first grades of 90 pupils; about 30 each

1. The three teachers are individually responsible for homeroom activities, for instruction to both homeroom and regrouped classes, and for occasional large group lessons in which the team talent can be taken advantage of

C. The teachers meet several hours each week to plan and coordinate the work for the entire grade

D. They work out jointly the regroupings for reading and arithmetic

E. They decide on topics to be treated in lectures and on the timing and general content of each lecture

F. They agree on a pattern of homeroom instruction to follow up the lecture

G. They pool their experiences to solve problems that arise in individual homerooms or regrouped classes

THE NON-GRADED PRIMARY APPROACH

(The Vandora Springs, N. C. Program)

"In Vandora Springs, the administration, and teachers were concerned because some children in each grade were being "held back" and others were being "pushed on" and causing consternation among teachers troubled by retention, even though the children involved were able to do part of the work. Early in their school work it is apparent that these children need the challenge of more difficult material but they are confined to material on a specific grade level."

In order to overcome this difficulty the Non-graded Primary Program has been set up.

The objectives are:

1. To provide a program for grouping young children which is flexible enough to allow each child to proceed in his learning at a rate that is commensurate with his physical, mental and emotional maturity.

2. To challenge the able or gifted learners so they will not feel a sense of frustration and boredom in their early school experiences.

3. To eliminate the fear of failure in young children - the fear of not making a grade in a prescribed length of time.

4. To limit the range of levels of work which individual teachers must cope with in a class of approximately thirty children.

5. To provide an enrichment program for all children in the areas of language arts, social studies, science and health and provide the students with opportunities for creative expression in all fields of knowledge.

6. To increase the knowledge and understanding of both teachers and parents concerning the ways in which children grow and develop, based on observation and research and to bring about closer cooperation between home and school.

To give us more insight into the team teaching approach we had Dr. Sifford, Mr. Eugene Johnston and Miss Marie Haigwood to be our guests.

Dr. Sifford and Mr. Johnston gave us the benefit of their knowledge of the team approach in the secondary schools while Miss Haigwood gave the following report on Team Teaching in the Primary:

MISS MARIE HAIGWOOD'S REPORT ON TEAM TEACHING

I. General information on program

A. Will have director and field supervisors appointed at state level just for this program.

B. Requisites: nongraded classes, team teaching, primary level

C. Heart of program: What are our goals for children?

1. Team teaching holds some promise of new ways of working with children

2. Questions to ask concerning any kind of program:

a. What kind of program do we want to provide for the children?

b. What are the needs of these children?

c. What are our objectives for these children in any kind of organization?

d. What kind of program can we provide to serve these goals?

e. How do we organize to do the job?

II. Suggestions for first weeks of school:

A. Get acquainted with children. Don't be too concerned about how to divide them up the first day. Need to know children before organizing for instruction.

B. Expect some frustrations. Keep thinking: "Here are ninety children. What are their needs? What kind of program are we going to provide for them? How can we organize the professional people to do the job?"

III. Premises of team teaching suggested in article about Concord, California Schools by Dr. Robert Reisner

A. Possible to utilize strengths and weakness of staff

B. Possible that achievement of pupils will not be adversely affected when working with more than one teacher.

C. Possible to provide pupil groups of changing sizes according to their needs

1. May have all children when you have something very, very special

2. Determine in pre-planning kinds of activities in which all children can participate at one time

3. Think of small group activities

4. Plan activities to give aides opportunities of working with children--not just menial tasks.

D. Pupils' interest in total program will have high correlation with teacher enthusiasm and morale.

1. Work with principal to build security and confidence in pupils

2. Must not let parents and children know of frustration--children will be lots more flexible than teachers.

3. Be enthusiastic about work and share enthusiasm.

4. Must be total school job.

E. Teachers will enjoy teaching to greater degree when they can capitalize on their own strengths.

1. Compliment each other

2. Be willing also to admit weaknesses

3. Keep all decisions based on what is good for children rather than what you would like to do.

F. A part of teacher's responsibilities and duties can be handled by aide.

G. Teacher professional growth will be increased by trying out new ways of planning and use of new techniques and materials.

1. Will do more professional reading

2. Will have opportunity to observe

3. Will have conferences to get some of the people on the national level to share benefit of their experiences using team teaching

H. Guard against departmentalized work

1. Groups must be so flexible that departmentalizing won't work.

2. Keep in self-contained class for first weeks

3. Move into combining children for music, physical education, viewing films etc.

4. Work with principal and whole school to make provision for space when big group is needed

IV. Evaluation instruments

A. Teachers' daily log

1. Teachers react to program

2. May be means of expressing frustrations and realizing need to change and try something else

B. Weekly team reactions -- team plus principal react

C. Principal's daily log

D. Teachers working in team session -- what they say to each other as they work

E. Parents' daily record -- what children say when they go home (don't probe for reactions)
Get parents' daily record from some in control group too

F. Teacher observations

G. Time study in terms of time to prepare and carry out activities -- length of time it takes to teach some concept to children. Example: Sharing

H. Teacher comments from teachers in higher grades

I. School secretary reaction

J. Aide's reaction to other members of team

K. Formal testing program -- individual and group

V. Key to success in flexibility

A. As team you will be trying many new things

B. If you can enjoy the opportunity to try a new way of working with children, you will be very happy with this.

C. With team work comes some responsibilities

1. Will share results with some other people

2. Work will be more productive

3. Determine goals and find organization that will provide the best possible program for these children

4. Strengthen skills of reading, writing and arithmetic -- skills of communication, skills of computation and skills of citizenship.

D. Find creative approaches to teaching that you have not had an opportunity to explore.

VI. Role of principal

A. To provide atmosphere in the total school for a creative way of working.

B. To provide conditions so that atmosphere within the team will be such that you will have the opportunity to do creative teaching, where new ideas will be sought and where you will try new creative ways of working

C. To have feeling of personal responsibility to the program. May find a better solution than team teaching.

D. Principal should be permitted to make decisions and change them as needed.

VII. Role of Team

A. As this team is relieved from clerical duties, teachers will have more time for evaluation -- self-study in the highest sense.

B. Each member of the team has a unique contribution to make to the team -- there will be times when you lead and times when you follow -- no team leader

1. No departmentalization -- children not mature enough for this
2. Whole team will work with group in different ways
3. What team will do should be planned in team session
4. Other members of primary grades should be invited to share in the planning

VIII. Teaching of reading

A. Take real good look at this

B. All teachers should work in skills development

C. Work with group in extending and enriching experiences

D. Another group may take longer period to build readiness

* * * * * * *

We explored the possibility of the use of films with the help of Mr. Friende.

We found that it will be necessary to plan well with the aide so that her time will be used wisely giving the most help to the team.

The principal is asked to free the team from routine duties that will allow the members to devote more time to planning.

During the first weeks of school the team teachers will spend the time getting acquainted with the children, learning some of their needs.

The program should retain many of the informal features of the preschool program. Children of this age are still spontaneous in their growth patterns. For this reason we must continue to provide opportunity for the children to move about, find their own way of participating satisfactorily and talking together so that teacher can watch them and thereby ascertain some of their needs. This leads to the setting up of <u>specific</u>

goals.

We hesitated to plan further because we were told that we would all be called to a meeting with the Comprehensive Program Committee to plan for the first year programs before school begins, yet we felt obligated to plan, at least, through the first few weeks.

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